

Spring 2023, MW 11:00-12:15, PR 101

**Instructor:** Christopher Chinn (Email: [christopher.chinn@pomona.edu](mailto:christopher.chinn@pomona.edu); Discord: chinn#8694; Website: <https://research.pomona.edu/christopher-chinn/>)

**Office:** PR 7 (in person) or Zoom: <https://pomonacollege.zoom.us/j/6938077933>

**Office Hours:** By appointment. Schedule in-person or Zoom meeting: <https://calendly.com/chinnc/15min>

**Course Objective:** The goal of this course is threefold: (1) students will learn to interpret ancient Greek and Roman culture (i.e., history, literature, philosophy, religion, and daily life); (2) students will engage in the kinds of critical problems that exercise Classicists; (3) students will improve their writing. The course should also enable students to have a richer experience in subsequent advanced seminars in Classics, Ancient History, LAMS, and Ancient Philosophy.

**Course Plan:** The course follows a chronological sequence, focusing on major Greek and Roman writers. It involves both lecture and discussion components. The instructor will supplement the readings with presentations on the material record and less well-known written works. A critical understanding of all the material should allow students to form their own conclusions about Ancient Mediterranean culture. There will be several problem-based writing assignments leading up to a short research paper at the end of the term. Time permitting, we will engage in in-class writing workshops.

**Texts:** Please obtain the following texts. Since translations can vary greatly, please be sure to acquire the specific editions listed below.

- Dutta, Shomit (ed.) 2004. *Greek Tragedy*. Penguin Classics. [ISBN-13: 978-0141439365]
- Fagles, Robert (tr.) 1990. *Homer. The Iliad*. Penguin. [ISBN-13: 978-0140275360]
- Luce, T.J. (tr.) 2009. *Livy, The Rise of Rome: Books One to Five*. Oxford World's Classics [ISBN-13: 978-0199540044]
- Mandelbaum, Allen (tr.) 1981. *The Aeneid of Virgil*. Bantam. [ISBN-13: 978-0553210415]
- Melville, Ronald (tr.) 2009. *Lucretius, On the Nature of the Universe*. Oxford World's Classics [ISBN-13: 978-0199555147]
- Reeve, C.D.C. (tr.) 2004. *Plato. Republic*. Third edition. Hackett. [ISBN-13: 978-0872207363]
- Warner, Rex (tr.) 1954. *Thucydides. History of the Peloponnesian War*. Penguin. [ISBN-13: 978-0140440393]
- Waterfield, Robin (tr.) 2008. *Herodotus. The Histories*. Oxford World's Classics. [ISBN-13: 978-0199535668]
- I will provide PDFs of translations of Aristophanes' *Lysistrata*, Plautus' *Pot of Gold*, and Horace's *Odes*.

**Academic responsibility:** I take the issues of cheating and plagiarism seriously. Please familiarize yourself with Pomona's policies and procedures regarding appropriate academic behavior by reading this:

[http://catalog.pomona.edu/content.php?catoid=33&navoid=6642#academic\\_honesty](http://catalog.pomona.edu/content.php?catoid=33&navoid=6642#academic_honesty)

It is your responsibility to be aware of what constitutes academic misconduct, plagiarism, and other violations of academic honesty.

**Academic accommodations:** Pomona College is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations may be made by contacting the Dean of Students Office. It is up to the student to contact the professor to fulfill the accommodations. Requests received after this date will be honored whenever possible.

**Grading:** Here is the breakdown of assignments. For my views on grading, participation, and classroom etiquette, please read this: <https://research.pomona.edu/christopher-chinn/grading-policies/>.

- Article response (2 drafts): 10%
- “Book review review” (2 drafts): 10%
- Bibliography exercise (2 drafts): 10%
- Short research paper (4 elements/drafts): 45%
- In-class participation and attendance: 25%\*

\*The participation component is based on my impression of your preparedness. If I feel you are not prepared on more than one occasion, you will lose 2 percentage points for each subsequent instance of unpreparedness. Attendance is mandatory. Your overall grade will be reduced by one-third of a letter grade for each unexcused absence. For an absence to be excused you must provide me with appropriate documentation within one day.

**Course expectations:** I expect you to engage in critical reading of the texts, to participate actively in class, and to produce good writing. Below I have detailed my expectations of you.

**I. Reading:** Expect to engage in critical reading of about 100-200 pages per week. The texts we will be examining are translations of ancient Greek and Roman writers. Because of cultural and linguistic difference these are sometimes difficult to understand right at first.

- Write down any questions or observations you have while reading. Analyze these questions and observations for patterns before coming to class and make sure to bring them up.
- Don’t worry about all the details. Keep track of the thread of the narrative, the people or characters involved, and any features of the text that strike you as interesting or unusual. Write down your ideas, questions, confusions, and the like. We’ll discuss these and any minor details in class.

**II. Writing:** For all papers I expect good writing and complete documentation (see my “Writing guidelines” sheet: <https://research.pomona.edu/christopher-chinn/writing-guidelines/>). Paper assignments will be graduated to reflect your increased experience with the texts.

- Your papers should make a specific claim, based on scholarship, about the text(s) we are considering. This claim should be supported by evidence quoted or paraphrased from the same text(s).
- Provide citation of all evidence used. NB that modern scholarship does not in most cases constitute evidence (though if you follow a modern scholar’s argument you should cite it). For a guide to citing the ancient writers go to: <https://research.pomona.edu/christopher-chinn/citation/>.
- Do not use internet sources of any kind. I know this is a draconian stricture, but it seems necessary in order to cut down on plagiarism, both intentional and unintentional.
- The Writing Center (SCC 148) offers students free, one-on-one consultations at any stage of the writing process: <https://www.pomona.edu/administration/writing-center>.

**III. Participation:** Active participation in class is an extremely important part of this course. You are asked to contribute to all discussions. NB: expectations for online discussion will be different from in-person.

- Come to class prepared to talk about the assigned texts. This means having questions, observations, and arguments *written down ahead of time*. It also means you have to bring up what you’ve written down during class discussion.
- If you’re shy, come talk to me about strategies for you to participate. I will also try to get you involved at appropriate times during class.
- Make sure you pull your weight in group work. Collaboration with others is an important skill in the real world, so you might as well start practicing it now.

**Schedule of Assignments:** We will try to follow the course of readings below. This schedule is subject to change, depending upon the pace of our discussions. Please pay attention for email/Slack updates! Please have the assignments read BEFORE the date indicated. For the citation of ancient authors, please consult the following page: <https://research.pomona.edu/christopher-chinn/citation/>.

<b>Monday</b>	<b>Wednesday</b>	<b>Written Work</b>
<p><b>Jan 16</b> [no class-MLK Day]</p>	<p><b>Jan 18</b> [no reading] In class: Course Intro; The Bronze Age and Archaic Period</p>	
<p><b>Jan 23</b> Reading: Homer, <i>Iliad</i> 1 (all); 2.1-503; 3 (all); 4 (all) In class: The <i>Iliad</i> Study Questions: (1) Who is Chryses? What is his role in Book 1? (2) What exactly are Achilles and Agamemnon arguing about? (3) What do the trial and Thersites episodes say about Agamemnon? (4) What do we learn about women? (5) What do we learn about gods?</p>	<p><b>Jan 25</b> Reading: Homer, <i>Iliad</i> 5.1-47, 266-539, 803-end; 6.1-282 In class: Mythology and Hesiod Study Questions: (1) Why does Pandarus break the truce? (2) Who is Diomedes? What is his role in the poem? (3) In what ways does Athena help Diomedes? (4) Why does Glaucus tell the Bellerophon story?</p>	
<p><b>Jan 30</b> Reading: Homer, <i>Iliad</i> 6.282-end; 7 (all); 8.1-223; 9 (all) In class: The <i>Odyssey</i> Study Questions: (1) How is Hector similar and different from the Greek heroes? (2) What do the Greeks do after the second duel, and why? (3) How is Zeus characterized? (4) What are Achilles' arguments in his speech?</p>	<p><b>Feb 1</b> Reading: Homer, <i>Iliad</i> 11.704-end; 14.187-518; 15.1-332; 16 (all) In class: Greek religion Study Questions: (1) What happens over the course of these books? How do these events contribute to the overall story? (2) How is Patroclus different and similar from Achilles? (3) How would you characterize Nestor's interaction with Patroclus? (4) What happens to Sarpedon and why?</p>	<p>Article response assigned</p>
<p><b>Feb 6</b> Reading: Homer, <i>Iliad</i> 18 (all); 19.282-413; 21 (all); 22 (all) In class: Greek daily life, part 1 Study Questions: (1) What is depicted on Achilles' shield? Why? (2) How are Achilles' exploits on the battlefield different from and similar to other heroes' exploits? (3) Why does the river attack Achilles? Why does it fail? (4) What motivates Hector?</p>	<p><b>Feb 8</b> Reading: Homer, <i>Iliad</i> 23 (all--SKIM); 24 (all) In class: Greek daily life, part 2 Study Questions: (1) How do events of Book 24 correspond to those of Book 1? (2) Why does Achilles agree to Priam's request? (3) How does the poem's ending work?</p>	<p>Article response draft due Friday 2/10, 5pm</p>

<p><b>Feb 13</b></p> <p>Reading: Herodotus, <i>Histories</i> 1.1-56, 75-91, 106-130; 3.61-116; 5.28-38, 97-103</p> <p>In class: The world of Herodotus</p> <p>Study Questions: (1) What does Herodotus think about the causes of the Persian Wars? (2) What are Herodotus' sources for early history? (3) How does the story of Solon and Croesus fit into the history of Lydia? (4) What are the arguments in the so-called "constitutional debate"? (5) Why do the Persians want to attack Athens?</p>	<p><b>Feb 15</b></p> <p>Reading: Herodotus, <i>Histories</i> 6.34-49, 94-120; 7.1-25, 178-233; 8.1-96</p> <p>In class: Greek Historiography</p> <p>(1) How are the Greeks able to defeat the Persians each time? (2) What are Herodotus' sources for the events of the Persian Wars? (3) How does Herodotus portray foreign cultures? (4) What is Herodotus' view of the purpose of history?</p>	<p>Article response due Friday 2/17, 5pm</p>
<p><b>Feb 20</b></p> <p>Reading: Thucydides, <i>Peloponnesian War</i> 1.1-23, 88-118, 139-146; 2.34-65</p> <p>In class: The world of Thucydides</p> <p>Study Questions: (1) How is Thucydides similar to Herodotus and how is he different? (2) What is Thucydides method of writing history? (3) What does Pericles say in each of his three speeches? How do the speeches work as a sequence? (4) Who is at fault for starting the war?</p>	<p><b>Feb 22</b></p> <p>Reading: Thucydides, <i>Peloponnesian War</i> 3.36-50, 69-85; 5.84-116; 6.8-end</p> <p>In class:</p> <p>(1) What are the arguments in the Mytilenian debate? (2) Why do the Athenians and Melians have their dialogue? (3) Why do the Athenians decide to attack Syracuse? (4) What is Thucydides' attitude toward democracy? (5) What is Thucydides' attitude toward foreign policy?</p>	<p>"Book review review" assigned</p>
<p><b>Feb 27</b></p> <p>Reading: Aeschylus, <i>Agamemnon</i> (all)</p> <p>In class: Aeschylus</p> <p>Study Questions: (1) How is the chorus characterized? (2) Why does Artemis delay the Greek fleet? (3) Why does Clytemnestra kill Agamemnon? (4) Who is Cassandra? What is her role? (5) In what ways is Clytemnestra portrayed sympathetically? In what ways is she a villain? (6) Is Agamemnon a sympathetic character?</p>	<p><b>Mar 1</b></p> <p>Reading: Sophocles, <i>Oedipus the King</i> (all)</p> <p>In class: Sophocles</p> <p>Study Questions: (1) What is Oedipus' response to the chorus? (2) Why does Oedipus treat Creon and Tiresias so harshly? (3) Who is the messenger and who is the shepherd? (4) What actually happened at the crossroads? (5) Why does Oedipus blind himself? (6) Does Oedipus "deserve it"?</p>	<p>"Book review review" draft due Friday 3/3, 5pm</p>

<p><b>Mar 6</b></p> <p>Reading: Euripides, <i>Medea</i> (all)</p> <p>In class: Euripides</p> <p>Study Questions: (1) How does Medea interact with the chorus? (2) Why does Creon banish Medea? (3) How is Medea a sympathetic character? How is she not? What about Jason? (4) How does Medea interact with Aegeus? (5) Is Euripides a misogynist or a feminist?</p>	<p><b>Mar 8</b></p> <p>Reading: Plato, <i>Republic</i> 1 (all); 2 (to 376D)</p> <p>In class: Greek Philosophy</p> <p>Study Questions: (1) What is Cephalus' definition of justice? How does Socrates refute it? (2) What is Polemarchus' definition of justice? How does Socrates refute it? (3) What is Thrasymachus' definition of justice? How does Socrates refute it? (4) What is the Ring of Gyges and why does Glaucon tell its story? (5) How does Socrates propose to define justice?</p>	<p>"Book review review" due Friday 3/10, 5pm</p> <p>[Spring Break follows this week]</p>
<p><b>Mar 20</b></p> <p>Reading: Plato, <i>Republic</i> 3 (412B-end); 4 (all); 6 (all); 7 (all)</p> <p>In class: Plato</p> <p>Study Questions: (1) What is the "City of Pigs"? Why does Socrates talk about the Luxurious City? (2) What is the social structure of Socrates' city? (3) What is Socrates' definition of justice? (4) How do you become a ruler? (4) What is the meaning of the Cave story?</p>	<p><b>Mar 22</b></p> <p>Reading: Aristophanes, <i>Lysistrata</i> (all)</p> <p>In class: Aristophanes and the Hellenistic Age</p> <p>Study Questions: (1) What are the women trying to do in the play? Why? (2) How is the chorus characterized? (3) How would you characterize the various interactions between Lysistrata and men? (4) Is Aristophanes trying to make a point in the play? (5) How does the humor work in the play? (6) Does the play have a feminist message? Why or why not?</p>	<p>Bibliography exercise assigned</p>
<p><b>Mar 27</b></p> <p>Reading: Plautus, <i>Pot of Gold</i> (all)</p> <p>In class: Hellenistic and Roman literature</p> <p>Study Questions: (1) What do we learn in the prologue? (2) What is Euclio's problem? (3) How does humor work in the play? How is it different from Aristophanes' comedy? (4) How are slaves portrayed in the play? (5) How would you have staged the end of the play? Why?</p>	<p><b>Mar 29</b></p> <p>Reading: Lucretius, <i>On the Nature of Things</i> 1.1-634; 2.1-62; 3 (all); 4.962-end</p> <p>In class: Lucretius and Hellenistic Philosophy</p> <p>Study Questions: (1) Why does Lucretius invoke Venus in the beginning of his poem? (2) According to Lucretius, what is the basis of the universe? What are the laws of nature? (3) What is the meaning of the introduction of Book 2? (4) What is the nature of the soul in Lucretius? How does it relate to the good life? (5) Why does Lucretius attack love?</p>	<p>Bibliography exercise draft due Friday 3/31, 5pm</p>

<p><b>Apr 3</b></p> <p>Reading: Vergil, <i>Aeneid</i> 1 (all); 2.346-end; 3 (all)</p> <p>In class: Vergil</p> <p>Study Questions: (1) How is the prologue to the <i>Aeneid</i> similar to that of the <i>Iliad</i>? How is it different? (2) Who is Dido, and what is her background? (3) Why motivates Juno and Venus? (4) What is Jupiter talking about in his big speech? (5) What motivates Aeneas during the Fall of Troy (Book 2)? (6) What do we learn about the fate of characters from the <i>Iliad</i>?</p>	<p><b>Apr 5</b></p> <p>Reading: Vergil, <i>Aeneid</i> 4 (all)</p> <p>In class: Roman History, part 1</p> <p>Study Questions: (1) Why do Juno and Venus agree on their plan? (2) What motivates Dido to resist love? Why does she give in? (3) How is Aeneas portrayed in Book 4? (4) How does Dido compare to women in Greek tragedy? How does Aeneas compare to characters in tragedy? (5) Does Dido “deserve it”? What is the point of the whole episode?</p>	<p>Bibliography exercise due Friday 4/7, 5pm</p> <p>Research paper assigned</p>
<p><b>Apr 10</b></p> <p>Reading: Vergil, <i>Aeneid</i> 6 (all); 7 (all)</p> <p>In class: Roman History, part 2</p> <p>Study Questions: (1) What does the Sibyl say in her first prophecy? What does it mean? (2) What does the Golden Bough do when Aeneas finds it? What is it for? (3) What people does Aeneas become reacquainted with in the underworld? (4) What does Anchises reveal to Aeneas? (5) What is the point of the two gates? (6) What is Latinus’ family like? (7) How does Allecto motivate Turnus?</p>	<p><b>Apr 12</b></p> <p>Reading: Vergil, <i>Aeneid</i> 8 (all)</p> <p>In class: Roman religion</p> <p>Study Questions: (1) Why does Aeneas sail up the river? (2) Who is Evander? Who is Tarchon? Who is Pallas? (3) What does the story of Hercules and Cacus tell us? (4) What is depicted on Aeneas’ shield? How is the shield similar to and different from Achilles’ shield?</p>	<p>Research paper proposal due Friday 4/14, 5pm</p>
<p><b>Apr 17</b></p> <p>Reading: Vergil, <i>Aeneid</i> 10 (all); 11.620-end</p> <p>In class: Roman Daily Life, part 1</p> <p>Study Questions: (1) What do Jupiter and Juno say to each other in the Council of the Gods? (2) What is the outcome of the Council? (3) How is Pallas like Patroclus? How is he different? (4) How is Mezentius portrayed? What does he add to the story? (5) What is Camilla like? Why does she have such a prominent role?</p>	<p><b>Apr 19</b></p> <p>Reading: Vergil, <i>Aeneid</i> 12 (all)</p> <p>Roman Daily Life, part 2</p> <p>Study Questions: (1) How does Book 12 replay events in the <i>Iliad</i>? How is it different? (2) Why does Lavina blush? (3) Why does Aeneas kill Turnus? Is the death of Turnus a good thing? (4) In what ways does Aeneas behave appropriately? In what ways does he behave inappropriately?</p>	<p>Research paper draft 1 due Friday 4/21, 5pm</p>

<p><b>Apr 24</b></p> <p>Reading: Livy, <i>History</i> Preface, 1.1-21, 34-end, 2.1-2, 9-15, 22-33</p> <p>In class: Livy and Roman historiography</p> <p>Study Questions: (1) How is Livy’s view of history similar to those of Herodotus and Thucydides? What’s different? (2) Why does Romulus kill his brother? What is the point of the story? (3) What is the role of women (e.g. the Sabine women, Tanaquil, Tullia, Lucretia) in Book 1?</p>	<p><b>Apr 26</b></p> <p>Reading: Livy, <i>History</i> 3.24-29, 32-41, 44-55, 5.19-23, 35-55</p> <p>In class: Roman History, Part 3</p> <p>Study Questions: (1) What is Livy’s conception of liberty? (2) What do you make of the stories of Horatius, Scaevola, and Cloelia? (3) Why are the plebeians angry? What do they do about it? (4) What is the meaning of the parable of “the belly and the limbs”?</p>	<p>Research paper draft 2 due Friday 4/28, 5pm</p>
<p><b>May 1</b></p> <p>Reading: Horace, <i>Odes</i> 1.1, 1.5, 1.9, 1.11, 1.37, 2.1, 2.6</p> <p>In class: Horace and lyric poetry</p> <p>Study Questions: (1) What is Horace’s attitude toward those in power? (2) What is Horace’s attitude about love? (3) What is the meaning of the “carpe diem” poem (1.11)? (4) How does Horace relate nature to personal emotion? (5) What is the point of the “Pollio Ode” (2.1)?</p>	<p><b>May 3</b></p> <p>Reading: Horace, <i>Odes</i> 2.16, 2.18, 3.1, 3.2, 3.3, 3.30</p> <p>In class: Roman Daily Life, part 3</p> <p>Study Questions: (1) What is Horace’s philosophy of life? (2) What is Horace’s attitude toward poetry? (3) How does Horace’s outlook on Roman character match that of Vergil?</p>	<p>Research paper due Friday 5/12, 5pm</p>

**Reference works:**

There are two standard encyclopedic reference works for Classical Studies in English. One is the *Oxford Classical Dictionary* (3rd edition revised, available online at <https://ccl.on.worldcat.org/oclc/102949>). This single-volume resource contains short articles on major writers and topics concerning the ancient world. The *OCD* provides only limited access to primary sources, though most articles have a serviceable basic bibliography. The other standard reference work is *Brill's New Pauly* (20 volumes, DE5 .P33213 2006; online <https://ccl.on.worldcat.org/oclc/54952013>). The *New Pauly* is a shortened and updated version of a monumental work originally published in German in the century as the *Pauly-Wissowa Realencyclopädie der Classischen Altertumswissenschaft* in something like 80 volumes. The work is more in depth than the *OCD* but can be harder to use.

The standard historical work for the ancient world is the (*Cambridge Ancient History*, 14 volumes, D 59 C14 1970). This chronologically arranged narrative contains articles by eminent ancient historians and includes copious bibliography. Some of the earlier volumes (from the 1970s) are already showing their age. The newer *Blackwell History of the Ancient World* (various locations in the library, usually in the DF and DG sections; some volumes available online through the library) contains good historical overviews of major periods in antiquity but is still incomplete and ongoing.

The *Cambridge History of Classical Literature* (2 volumes, PA3052 G73 1985 and PA6003 L33 1983) is still useful for obtaining general background on Greek and Roman writers and their contexts. For in-depth coverage of specific writers and topics you may want to see if there is a "companion." Three main "companion" series are now available: Cambridge, Brill's and Blackwell (various locations in the library; I have placed two lists on Sakai: a general list of companion series and a list of those available as ebooks). These companions are also good for specialist fields like archaeology, political science, textual issues, etc.

The best way to access the diverse written texts from the ancient world is through the Loeb Classical Library (published by Harvard University Press, at various locations in the library, mostly in the PA section; also online: <https://ccl.on.worldcat.org/oclc/890330258>). These texts contain the original Greek or Latin on the left-hand page, and an accompanying English translation on the right. Many Loeb's have gone through multiple editions and you should always try to use the most recent edition.

For philosophical issues you may consult W. K. C. Guthrie's *A History of Greek Philosophy* (5 volumes, B 171 G984 H6). Although showing its age, this work still remains the standard overall narrative of Greek philosophy. Guthrie's work also is appropriate for the study of Roman philosophy since Roman philosophy is largely based on Greek systems.

The library has also created a Classics research guide: <https://libguides.libraries.claremont.edu/Classics>. Please consult this page when looking for sources.